

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) **Revised for School Year 2008-09** **Revisions Included**

School: Blenheim Elementary School

District: Marlboro County

Principal: Dr. Gwen Dixon-Coe

Superintendent: Alisa Goodman

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Blenheim Elementary/ Middle School is located on a two campuses that are ¼ mile apart at the edge of the town of Blenheim, South Carolina on Highway 38, in Marlboro County. The school is 9 miles from the Marlboro School District Office. The Middle School campus buildings are about 54 years old; the Elementary School campus building is about 48 years old.

The community of Blenheim is limited in recreational, cultural and economic resources and has one of the highest poverty rates within the county. The school faces many challenges, including a turnover in leadership with three new administrations within the last three years, and eight leadership changes in the past eleven years.

The student attendance rate is 96.5%. Student retention rate is 4.9%. Students identified as older than usual for grade is 1.8%. We have 0.3% out-of-school suspensions or expulsions for violent and/or criminal offenses. 5.4% of children in Blenheim Elementary/Middle School qualify for special services other than speech. No students were eligible for Gifted and Talented services.

Teacher attendance at Blenheim Elementary School is 95.7%. The percentage of teachers returning decreased from 81.2% to 78.6%. The number of teachers with emergency or provisional certificates is 17.6%. The student teacher ratio in core subject classes is 18:1.

Parent involvement was rated as excellent with 100% of parents attending conferences.

Ninety-one percent of the 341 students at Blenheim Elementary School qualify for free and reduced lunch. Of those enrolled, 145 are Black, 154 are White, 4 are Hispanic, 9 are American Indian, and 18 are classified as other.

Dr. Gwendolyn Dixon-Coe, principal, and Mrs. Carrie Simmons, assistant-principal, form Blenheim Elementary/Middle School's administrative team. Dr. Coe and Mrs. Simmons are beginning their first year (2008-09) at BEMS. Both of these ladies have roots in the Blenheim community and are excited about the challenges and rewards that await them.

The Focused School Renewal Plan Goals and expected outcomes for the 2008-2009 school year were developed after the school Leadership Team and staff conducted a comprehensive needs assessment. First, we analyzed all programs that were either fully or partially being implemented. Next, we conducted a survey of all staff members to determine the effectiveness of each program and the current level of implementation. During this process, 2005, 2006 and 2007 PACT Data, parent survey results, and information from the 2007-2008 school renewal plan were also analyzed, and presented to the faculty. After examining this data, the administration and staff agreed that in order for Blenheim

Elementary school to reach its expected progress goal (.3), and comply with the recommendations set by the External Review Team, the school would have to make sweeping changes immediately.

Thus, our school decided to focus on English Language Arts (including Reading) and Mathematics in third through fifth grades. In analyzing the data that supports our goals, we found the following trends (see data below):

- In grade 3, English Language Arts, there was an increase of 11.6% in the number of students scoring basic and above from 2006-2007.
- In grade 4, English Language Arts, there was a 20% increase in the number of students scoring basic and above from 2006-2007.
- In grade 5, English Language Arts, there was a 34% **decrease** in the number of students scoring basic and above from 2006-2007.

In analyzing this data, we realized that continuity of instruction is necessary if students are to improve from the previous year and continue to reach basic and above in English Language Arts. We have included strategies and plans to improve English Language Arts instruction throughout Blenheim Elementary School in our Focused School Renewal Plan for 2008-09.

- In grade 3, Math, there was a 14 point increase in the number of students scoring basic and above from 2006-2007.
- In grade 4, Math, there was less than 1 point increase in the number of students scoring basic and above from 2006-2007.
- In grade 5, Math, there was a 9 point **decrease** in the number of students scoring basic and above from 2006-2007.

In analyzing this data, we realized also that continuity of instruction is necessary if students are to improve from the previous year and continue to reach basic and above in English Language Arts. We have included strategies and plans to improve Math instruction throughout Blenheim Elementary School in our Focused School Renewal Plan for 2008-09

Our Focused School Renewal Plan establishes goals to decrease the unacceptable percentage of students scoring below basic in ELA and Math, moving them up to proficient and on the road to continued success. It is our belief that if the ELA and Math scores improve, so will the other core subjects. Through the implementation of our strategies, we will be able to show evidence that:

- Blenheim Elementary School will meet each focused goal.
- Blenheim Elementary School will make expected progress (.3) by 2009.
- Blenheim Elementary School will meet all recommendations set by the ('08) External Review Team.

Blenheim Elementary School Data Chart

PACT: English/Language Arts (percentages of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	51.5	30.6	21.1	39.4	34.7	52.6	9.1	30.6	23.7	0.0	4.1	2.6
4	47.5	62.1	41.3	45.0	34.5	41.3	7.5	3.4	17.4	0.0	0.0	0.0
5	50.0	40.9	69.0	36.8	47.7	27.6	13.2	11.4	3.4	0.0	0.0	0.0

PACT: Mathematics (percentages of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	54.5	34.7	22.5	45.5	59.2	67.5	0.0	2.0	7.5	0.0	4.1	2.5
4	47.5	48.3	44.7	45.0	41.4	40.4	7.5	10.3	10.6	0.0	0.0	4.3
5	55.3	56.8	65.5	39.5	40.9	31.0	2.6	2.3	3.4	2.6	0.0	0.0

PACT: Science (percentages of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	75.8	53.1	65.0	24.2	30.6	35.0	0.0	16.3	0.0	0.0	0.0	0.0
4	52.5	79.3	70.2	27.5	17.2	17.0	20.0	3.4	8.5	0.0	0.0	4.3
5	86.6	75.0	78.6	10.6	20.5	14.3	2.6	2.3	7.1	0.0	2.3	0.0

PACT: Social Studies (percentages of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	75.8	38.8	40.0	21.2	38.8	45.0	3.0	18.4	15.0	0.0	4.1	0.0
4	62.5	89.7	66.0	32.5	10.3	31.9	5.0	0.0	2.1	0.0	0.0	0.0
5	65.8	63.6	73.3	34.2	27.3	26.7	0.0	6.8	0.0	0.0	2.3	0.0

ADDENDUM TO THE RATIONALE:

The recommendations identified and submitted to the school by the ERT Confirmation Committee have been implemented in this FSRP.

Strategies for the successful implementation of the goals selected have been added or changed as needed.

Principal and District Administrator's goals have been changed and modified to support the student achievement goals for this school.

School Timeline

July, 2008

- Disaggregate PACT/MAP data to determine long range goals for TAP implementation
- Plan professional development for continued implementation of Imagine It Reading
- Finalize selection of TAP Master and Mentor teachers
- Order additional materials and supplies necessary for implementation of selected programs (Imagine It Reading,)
- Contact ELA consultant and set up professional development for writing.
- Publish summer reading lists on web site.

August, 2008

- Conduct training for staff working with Imagine It Reading.
- Publish introductory school newsletter.
- Implement reading and writing ideas generated from ELA committee
- Provide training for new staff in Anderson Five Curriculum, as well as refresher training for experienced staff.
- Schedule the weekly TAP cluster meetings.
- Begin Anderson Five walk thrus in all classrooms.
- Hold Leadership Team meeting.

September, 2008

- Give Fall MAP Test
- Begin Accelerated Reading
- Monitor implementation of writing program, and Imagine It Reading
- Publish school newsletter to include student writing.
- Observe in ELA and Math classes for program implementation and effective teaching strategies.
- Review lesson plans each week for effective planning that will result in successful program implementation.
- Conduct weekly TAP cluster meetings
- Meet with students to review MAP targeted goals
- Monitor monthly writing prompts and bulletin board display

October, 2008

- Begin Cycle I of TAP observation.
- Continue with program monitoring, observations (formal and walk through), and lesson plan reviews
- Publish school newsletter to include student writing
- Monitor computer lab usage for Compass Learning and Accelerated Reader/Math programs and analyze lab reports
- Conduct weekly TAP cluster meetings
- Conduct Leadership Team meeting
- Celebrate student success at quarterly awards program
- Monitor monthly writing prompts and bulletin board display
- Administer Benchmark Tests in ELA and Math
- Analyze Benchmark Test results with teachers to plan future instruction
- Conduct writing professional development

- Submit Score Reports for PACT Writing Prompt to Curriculum Coordinator

November, 2008

- Continue with all program implementation, monitoring, observations, feedback, training, and support
- Begin Cycle II of TAP observations
- Publish school newsletter to include student writing
- Conduct weekly TAP cluster meetings.
- Monitor monthly writing prompts and bulletin board display
- Conduct PACT/PASS awareness session for parents
- Provide training in Problem Solving Strategies and Activities

December, 2008

- Continue with all program implementation, monitoring, observations, feedback, training and support
- Publish school newsletter to include student writing
- Conduct weekly TAP cluster meetings
- Monitor monthly writing prompts and bulletin board display

January, 2009

- Continue with all program implementation, monitoring, observations, feedback, training, and support
- Begin Cycle III of TAP observations
- Publish school newsletter to include student writing.
- Conduct weekly TAP cluster meetings.
- Conduct Leadership Team meeting.
- Celebrate student success at quarterly awards program
- Monitor monthly writing prompts and bulletin board display
- Administer Benchmark Tests in ELA and Math
- Analyze Benchmark Test results with teachers to plan future instruction
- Meet with students to review MAP targeted goals
- Submit Score Reports for PACT Writing Prompt to Curriculum Coordinator

February, 2009

- Continue with all program implementation, monitoring, observations, feedback, training, and support
- Begin Cycle IV of TAP observations
- Meet with students to review MAP targeted goals
- Publish school newsletter to include student writing.
- Conduct weekly TAP cluster meetings.
- Monitor monthly writing prompts and bulletin board display

March, 2009

- Continue with all implementation, monitoring, observations, feedback, training and support.
- Prepare FSRP Satisfactory Implementation Report for submission to State Department.
- Conduct weekly TAP cluster meetings.
- Conduct Leadership Team meeting.
- Meet with students to review MAP targeted goals.
- Administer Benchmark Tests in ELA and Math
- Administer PACT/PASS Writing Test
- Analyze Benchmark Test results with teachers to plan future instruction
- Celebrate student success at quarterly awards program
- Publish school newsletter to include student writing.
- Monitor monthly writing prompts and bulletin board display
- Submit Score Reports for PACT Writing Prompt to Curriculum Coordinator
- Administer Spring MAP test to students
- Analyze Spring, 09 MAP results and make adjustments in instruction to prepare students for PACT in 2009

April, 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support
- Conduct weekly TAP cluster meetings
- Publish school newsletter to include student writing
- Monitor monthly writing prompts and bulletin board display

May, 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Administer PACT testing
- Celebrate student success at quarterly awards program
- Conduct Leadership Team meeting
- Publish school newsletter to include student writing.
- Monitor monthly writing prompts and bulletin board display

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: Writing

By April 1, 2009, seventy (70) percent of students in grades 3-5 will score at least a 10 on a writing sample as measured by a school-wide writing prompt scored using the South Carolina writing rubric. The writing prompt will be administered in March, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Contract a Curriculum Consultant for grades K-5 to assist in the implementation of a school-wide writing program and assist teachers with writing instruction and scoring with the South Carolina 15 point rubric	Principal(Coe)	July, 2008	Having a Curriculum Consultant on staff two days a week will provide continuity and stability to the English Language Arts program. <ul style="list-style-type: none"> Curriculum Consultant's duties are outlined by the principal. (See schedule) Schedule for consultant's visits is 2 days a week. Timesheet is signed by principal monthly. (Principal) Teacher evaluations of professional development conducted by Consultant. Principal checks after each workshop. Teachers are evaluated at least four times a year in formal evaluations. (Principal) Analyze student writing scores monthly for student growth (Ros. Johnson, McMillan) Lesson plans checked weekly. (to ensure strategies are being used) (Coe) Observations of teachers through TAP model. All teachers are observed formally at least four times a year, and informally weekly .(TAP and School Leadership Team)
An ELA Committee will develop a Literacy Plan for reading and writing activities for the 2008-2009 school year.	Principal (Coe) ELA Committee Chair (Johnson) Curriculum Consultant (McMillan) Assistant Principal (Simmons)	September, 2008	A Literacy Plan will guide teachers and administrators in meeting the writing goal, while providing the school with a guide to follow when teaching reading and writing. <ul style="list-style-type: none"> Literacy Plan (writing activities for the year, McMillan) Observation checklist with feedback to the teachers, Lesson Plan Checklist and observation checklist weekly, ensuring that teachers are following Literacy

			Plan. (Coe)
Continue using TAP model providing teachers with 60 minutes of professional development weekly in Cluster Meetings targeting instructional techniques. Master and Mentor teachers will provide follow-up support such as modeling, team-teaching, and observing. Each teacher will be formally evaluated 4 times using the TAP rubric.	Principal TAP Master and Mentor Teachers Teachers Assistant Principal (Simmons)	July, 2008	The TAP Model will provide new, research based teaching strategies weekly for teachers to put into place in their classrooms. <ul style="list-style-type: none"> Weekly TAP leadership agendas and meeting minutes (Master TAP teacher, Spangler, Liles) Weekly Cluster attendance (Master TAP teachers, Spangler, Liles) Written and oral feedback to teachers after every observation, and notes kept by the TAP Master Teacher, Spangler, Liles
Provide staff development in the Anderson V curriculum which addresses successful implementation of the curriculum guide as it applies to writing.	Principal (Coe) Curriculum Consultant (McMillan)	September, 2008	By providing professional development on Anderson V, teachers will Analyze student writing scores monthly for student growth (Ros. Johnson, McMillan, Liles) <ul style="list-style-type: none"> In TAP cluster meetings teacher will analyze student bring-back work in writing (Spangler) Observation checklist checked weekly to show implementation of Anderson V strategies (Coe)
Provide monthly writing assessments which address the four writing modes; descriptive, expository, persuasive, and narrative.	Teachers, ELA Committee Principal	September, 2008	Students' work will be displayed in the hallway and classrooms. (Teachers, Principal) <ul style="list-style-type: none"> Digital pictures of students work displayed monthly Faculty agenda or weekly memo reminder item Results of Quarterly Writing Assessments will be analyzed and results shared with teachers (McMillan, R. Johnson)
Publish exemplary student writing in the monthly school newsletter.	Principal (Coe) Asst. Principal (Simmons) Parent Coordinator (Nichols)	September, 2008	Giving students recognition for their written work will encourage them to write for other audiences. <ul style="list-style-type: none"> Digital pictures of students work displayed monthly Faculty agenda or weekly memo reminder item Results of quarterly writing assessments will be analyzed and results shared with teachers. (McMillan, Johnson) Displayed student work monthly (teachers)
Administer quarterly Benchmark Writing Assessments which will be analyzed by teachers and submitted to Curriculum Consultant to be reviewed and used for planning professional development	Coe, Curriculum Consultant, (McMillan)	October 2008	Giving students a quarterly Benchmark writing assessment will provide much needed feedback on strengths and weaknesses in writing instruction and student learning, which can then be used to improve instruction. (Teachers, Curriculum Consultant) <ul style="list-style-type: none"> Teachers and curriculum consultant will analyze results of quarterly Benchmark Writing Assessments and use the results to plan instruction for the upcoming nine weeks. (Curriculum Consultant)
Provide opportunities for students to participate in essay writing sessions and contests at the school, district and state levels.	Teachers, Principal, Assistant Principal	September 2008	Giving students this opportunity will encourage them to write for other audiences other than their teachers and peers. <ul style="list-style-type: none"> List of local and state contests (ELA Committee &

			principal) <ul style="list-style-type: none"> Classroom observations (Principal & Assistant Principal) Displayed student work in hallways and classrooms (teachers)
Provide opportunities for teachers to attend statewide Professional Development training in Utilizing Writing Strategies.	Principal, Assistant Principal	September 2008	By providing training to select teachers, administrators will see better instruction and better student writing. (Principal) <ul style="list-style-type: none"> Agenda and handouts of training shared with teachers during the faculty meeting following the Professional Development conference. Observe change in teachers' delivery of writing strategies. (Coe, Leadership Team)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1 2009, fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in READING: third grade scores will increase by 7.4 points; fourth grade will increase by 5.7 points; fifth grade will increase by 4.4 points, as measured by the Measures of Academic Progress (MAP) /PACT correlation of reading scores from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Give the MAP test to all students in September and March. Teachers will analyze results to assess student strengths and weaknesses.	Principal Map site coordinator Teachers	Sept. 08	Teachers and administrators will analyze students MAP results in late September 2008 and again in March 2008 to identify student strengths and weaknesses and use the results as a basis for weekly instruction. (Principal, Leadership Team) MAP results will be used to plan instruction and evidenced weekly in lesson plans and in DATA Notebooks that all teachers have in their classrooms. (Coe, Teachers, Leadership Team)
Contract a Curriculum Consultant for grades 3-5 to assist in the implementation of the school wide reading program.	Principal (Coe),	July 2008	Having a Curriculum Consultant on staff two days a week will provide continuity and stability to the ELA Department. <ul style="list-style-type: none"> Curriculum Consultant's duties are outlined by the principal. (See schedule) Schedule for consultant's visits is 2 days a week. Timesheet is signed by principal monthly. (Principal) Teacher evaluations of professional development conducted by Consultant. Principal checks after each workshop. (Principal) Teacher evaluations of professional development conducted by Consultant. Principal checks after each workshop. (Principal)

An ELA Committee will develop a Literacy Plan for reading activities, including IMAGINE IT for the 2008-2009 school year.	Principal (Coe) ELA Committee Chair (Ros. Johnson) Curriculum Consultant (McMillan)	Sept. 08	A Literacy Plan will guide teachers and administrators in meeting the reading goal, while providing the school with a guide to follow when teaching reading and writing. <ul style="list-style-type: none"> Literacy Plan Implementation(reading activities for the year), checked each week on lesson plans (McMillan) Weekly lesson plan checklist with feedback to the teachers (Coe, Leadership Team)
Administer Benchmark tests each nine weeks to assess those standards that were taught that nine weeks, and to ensure instructional alignment with the Anderson V curriculum. Analyze test scores and create item analyses to identify strengths and weaknesses in instruction and student learning	Coe, McMillan, TAP Master and Mentor teachers, Simmons	October 08	Benchmark test results will help teachers target essential standards. <ul style="list-style-type: none"> Benchmark tests, Benchmark analysis results (McMillan, Spangler, Ros Johnson, Liles) Benchmark test analysis results are reviewed by the curriculum consultant and/or principal with each teacher for planning purposes (Coe)
Provide staff development in the Anderson V curriculum which addresses successful implementation of the curriculum guide as it applies to reading.	Principal (Coe) Curriculum Consultant (McMillan), Assistant Principal, Simmons	Sept. 08	By providing professional development on Anderson V, teachers will be able to utilize the Approved Curriculum to plan and implement quality effective lessons. <ul style="list-style-type: none"> Observation checklist conducted weekly to show implementation of Anderson V strategies (Coe)
Develop and implement a reading rewards program to include Accelerated Reader and 100 Book Challenge.	Teachers Principal, Coe, Assistant Principal, Simmons	July 2008	Provides incentives for students to read and earn rewards <ul style="list-style-type: none"> Monthly Accelerated Reader Point Club report (Principal) Teachers will monitor student's reading progress by analyzing TOPS reports and turn these into the principal once per month. Monthly and quarterly rewards will be given to students. (Literacy Committee, Coe)
Continue TAP model with 60 minutes of professional development weekly in Cluster Meetings targeting instructional techniques. Master and Mentor teachers will provide follow-up support such as modeling, team-teaching, and observing.	Principal, Assistant Principal TAP Master and Mentor Teachers	August 2008	The TAP Model will provide new, research based teaching strategies weekly for teachers to put into place in their classrooms. <ul style="list-style-type: none"> Weekly TAP leadership agendas and meeting minutes Weekly Cluster attendance Teachers are formally observed and evaluated at least four times a year and informally weekly. (TAP Leadership Team, Coe) Written and oral feedback to teachers after every observation, and notes kept by the TAP Master Teachers,(Spangler, Liles, Coe)
Increase classroom libraries through a wide variety of instructional magazines to promote a wide variety of reading genres including non-fiction (examples include Weekly Reader, Dyno	Principal Secretary Teachers	July 2008	Increasing classroom libraries will provide students with content area reading material on a variety of subject areas, thereby promoting literacy across the curriculum. <ul style="list-style-type: none"> Magazine order forms ordered Fall 08. (Secretary)

Math, Current Science, 100 Book Challenge).			<ul style="list-style-type: none"> • Sample (Principal) • Teacher Lesson plans indicating use of auxiliary reading material in plans (teachers Principal, School and TAP Leadership Teams)
Provide opportunities for teachers to attend statewide Professional Development training in Utilizing Reading Strategies.	Coe, McMillan	Sept 08	<p>By providing training to select teachers, administrators will see better instruction and better reading results. (Principal)</p> <p>(Principal)</p> <ul style="list-style-type: none"> • Agenda, handouts, and a summary of the training will be shared with all teachers at the next faculty meeting after the conference (Teachers who attended conferences will report to teachers and give report to principal. (Coe) • Observed change in teachers' delivery of ELA strategies as a result of Professional Development attended. (Coe)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1 2009, fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in MATH: third grade scores will increase by 10.3 points; fourth grade will increase by 8.4 points; fifth grade will increase 7.5 points, as measured by the Measures of Academic Progress (MAP) /PACT correlation of Math scores from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Give the MAP test to all students two times during the school year; in September 2008 and March 2009. Teachers will analyze results to assess student strengths and weaknesses.	Principal Map site coordinator, Assistant Principal, Teachers	Sept 08	Teachers and administrators will analyze students MAP results in late September 2008 and again in March 2008 to identify student strengths and weaknesses and use the results as a basis for weekly instruction. (Principal, Leadership Team) MAP results will be used to plan instruction and evidenced weekly in lesson plans. (Coe, Teachers, Leadership Team)
Contract a Curriculum Consultant for grades 3-5 to assist in the implementation of the school wide math program.	Principal (Coe), Assistant Principal, Simmons	July 08	Having a Curriculum Consultant on staff two days a week will provide continuity and stability to the Mathematics program. <ul style="list-style-type: none"> Curriculum Coordinator's duties are outlined by principal. (See Schedule in Principal's Office) Schedule for consultant's visits is 2 days a week. Timesheet is signed by principal monthly. (Principal) Teacher evaluations of professional development conducted by Consultant. Principal checks after each workshop. (Principal) Schedule of Curriculum Consultant's duties issued by principal and checked monthly (Principal)

Employ a part time Math Facilitator for grades 3-5 to coordinate staff development programs, provide coaching, and assist with the implementation of the math program.	Principal B. Dixon, Facilitator	August 08	By providing training, classroom observations, and coaching sessions in the school, the Math Facilitator will assist in improving teacher/student learning and performance. <ul style="list-style-type: none"> Schedule of Math Facilitator's visits is 2 days a week (Coe) Summaries of classroom observations, coaching sessions, etc performed by the Math Facilitator. (Coe)
Provide staff development in the Anderson V curriculum which addresses successful implementation of the curriculum guide as it applies to Math instruction.	Principal (Coe) Curriculum Consultant, Assistant Principal, Simmons, (McMillan) Math Facilitator (B. Dixon)	Sept 08	By providing professional development on Anderson V, teachers will be able to utilize the Approved Curriculum to plan and implement quality, effective lessons (Johnson, McMillan) Observation checklist conducted weekly by Leadership Team members when observing or checking lesson plans to show implementation of Anderson V strategies (Coe)
Implement the Compass Learning Math program.	Principal, Assistant Principal Teachers	July 2008	The Technology teacher will instruct students in the Compass Learning Lab weekly. She will generate reports that will inform teachers of their students' progress. Teachers will utilize these reports to adjust classroom instruction as necessary. (Teachers, Coe, Jennings) <ul style="list-style-type: none"> Compass Learning Schedule (Coe) Reports generated by Technology Coach showing students' progress. (Jennings, Coe)
Provide professional development on Differentiated Instruction and Cooperative Learning for all Math Teachers	Principal Coe, Math Facilitator, B. Dixon, Teachers	Sept 08	Sign in sheets, agendas will be kept to show attendance. Formal TAP observations and informal observations will be conducted by the TAP Leadership Team and used to ensure that teachers are utilizing strategies taught. <ul style="list-style-type: none"> TAP observations are conducted for each teacher at least 4 times a year and informally weekly.(Coe, TAP Leadership Team, School Leadership Team) TAP observation data is shared through the use of CODE, so that all observers will have access to this data. (Coe, Tap Leadership Team) TAP observation results are shared with teachers after each observation is complete. (Coe, TAP Leadership Team)
Continue TAP model with 60 minutes of professional development weekly in Cluster Meetings targeting instructional techniques. Master and Mentor teachers will provide follow-up support such as modeling, team-teaching, and observing.	Principal, Assistant Principal, TAP Master and Mentor Teachers Teachers	August 08	The TAP Model will provide new, research based teaching strategies weekly for teachers to put into place in their classrooms. <ul style="list-style-type: none"> Weekly TAP leadership agendas and meeting minutes (Master TAP teacher) Weekly Cluster attendance (Master TAP teachers) Observation notes and feedback to teachers after

			observations. (TAP Master Teacher, Coe)
Provide opportunities for teachers to attend statewide Professional Development training in Utilizing Math Conferences.	Coe, McMillan	Sept. 08	<p>By providing training to select teachers, administrators will see better instruction in Math. (Principal)</p> <ul style="list-style-type: none"> Agenda, handouts, and a summary of the training will be shared with all teachers at the next faculty meeting after the conference (Teachers who attended conferences will report to teachers and give report to principal. (Coe) <p>Observe change in teachers' delivery of Math strategies as a result of Professional Development attended. (Coe)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the principal will ensure implementation of effective instructional practices in Writing, Reading and Math as measured by:

* By April 1, 2009, seventy (70) percent of students in grades 3-5 will score 10 or better on a writing sample, as measured by a school-wide writing prompt, using the South Carolina 15 point Writing Rubric. This writing prompt will be administered in March, 2009.

* By April 1 2009, fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in READING: third grade scores will increase by 7.4 points; fourth grade will increase by 5.7 points; fifth grade will increase by 4.4 points, as measured by the Measures of Academic Progress (MAP) /PACT correlation of reading scores from Fall 2008 to Spring 2009.

*By April 1 2009, fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in MATH: third grade scores will increase by 10.3 points; fourth grade will increase by 8.4 points; fifth grade will increase 7.5 points as measured by the Measures of Academic Progress (MAP) /PACT correlation of Math scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Guide teachers in the analysis of MAP and PACT test scores to assess students' strengths and weaknesses.	Principal Coe, MAP Site Coordinator, Jennings	August 08	By providing leadership in analyzing test scores, the principal will assist teachers in identifying targeted students, planning appropriate school wide instructional strategies, and create and maintain a DATA notebook. (Principal, Teachers)
Monitor the implementation of TAP; attend and participate in weekly TAP Leadership Team Meetings	Principal (Coe)	Sept. 08	The principal will ensure that TAP is being implemented correctly during the weekly TAP Leadership Meetings; thereby monitoring the needed professional development and a formal system of teacher evaluation. (Principal, TAP Master and Mentor Teachers) <ul style="list-style-type: none"> Principal's TAP files will have records of TAP

			leadership team meetings, cluster meeting agendas and handouts, TAP Evaluations, evaluation notes and documentation of evaluations, indicating the successful implementation of TAP. (Principal, TAP Leadership Team)
Provide needed curriculum assistance to staff through the employment of Certified Curriculum Consultant, and Math Facilitator	Principal Coe	July 08	By employing these consultants, the principal is providing assistance to targeted teachers to improve instruction. <ul style="list-style-type: none"> • A system of checks is in place for each instructional leader, documented by the principal. (Coe) • Instructional leaders submit plans and documentation to the principal weekly. (Coe)
Implement Positive Behavior Intervention Support System (PBIS) throughout the school to improve student behavior and reduce classroom disruptions.	Principal Coe Guidance Dep't.	August 08	By implementing the behavior system in Blenheim School, teachers will have more time for instruction; thereby positively impacting student achievement. <ul style="list-style-type: none"> • Evidence of this strategy is indicated in the decrease in behavior problems, documented with the computer program, SWIS. (Coe, T. Mack)
Ensure satisfactory implementation of the Anderson V curriculum and TAP strategies	Principal Coe	Sept. 08	A Lesson Plan Checklist and Formal and Informal Evaluation System will provide evidence weekly that Anderson V curriculum is being followed and that the TAP strategies are being implemented. (Principal, TAP and School Leadership Team)
Provide targeted professional development student centered instructional strategies weekly during TAP Cluster.	Principal Coe	August 08	Targeted weekly professional development will provide teachers with needed training to improve instruction and increase student achievement. Documentation will be TAP Professional Development handouts and Observation records of TAP strategies implementation. (Coe, TAP and School Leadership Team)
Secure adequate resources to fund all school wide initiatives	Principal Coe	August 08	Resources will be needed to fund programs and improve instruction. Budget meeting weekly or as often as needed with Bookkeeper and Principal, prioritizing requests and purchase orders. (Meeting details kept in writing by Bookkeeper, Mrs. Dease and copy submitted to principal, Coe) (Principal, Coe)
Implement a comprehensive Guidance Program which makes proactive responses to students' needs.	Principal Coe, Guidance counselor, Mack and Bradley	August 08	By providing a proactive system to student behavior, the guidance department will be able to provide needed direction to students, which will result in decreased interruptions and increased instructional time in the classroom. <ul style="list-style-type: none"> • Guidance will keep records of student behavior and provide a report to the principal weekly. (Coe, Guidance Department)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

In order for students in grades 6-8 to meet their goals* in Writing, Reading and Math by April 1, 2009, the principal will ensure that 100% of the core content teachers are using disaggregated data for instructional purposes as outlined by a locally developed rubric.

By April 1, 2009, seventy (70) percent of students in grades 3-5 will score 10 or better on a writing sample, as measured by a school-wide writing prompt, using the South Carolina 15 point Writing Rubric. This writing prompt will be administered in March, 2009.

* By April 1 2009, fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in READING: third grade scores will increase by 7.4 points; fourth grade will increase by 5.7 points; fifth grade will increase by 4.4 points, as measured by the Measures of Academic Progress (MAP) /PACT correlation of reading scores from Fall 2008 to Spring 2009.

*By April 1 2009, fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in MATH: third grade scores will increase by 10.3 points; fourth grade will increase by 8.4 points; fifth grade will increase 7.5 points as measured by the Measures of Academic Progress (MAP) /PACT correlation of Math scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use disaggregated data to guide instruction by creating and displaying a data wall for teachers	Principal, TAP Master teachers,	Sept. 2008	A designated area in the TAP room will be used to display charts and graphs of PACT, MAP, Benchmark, 9 weeks

and administrators to use to develop a longitudinal study to track student progress.	Classroom teachers		grades and attendance data. The data will be updated by the core area teachers within a week of receiving test results. The data will provide an instant reminder of achievement of student improvement over the course of the school year. (Teachers, TAP Mentor and Master Teachers, Principal)
Provide teachers with a data notebook to include PACT scores, MAP data, benchmark data, and Compass Learning reports.	Principal, TAP Master and Mentor Teachers	Sept. 2008	A data notebook will be provided for all teachers that will include all assessment data reports. The information in the notebook will be used by teachers during their weekly planning, developing assessments and differentiating instruction. Data notebooks will be updated during faculty meetings after testing. Data will be supplied by the Technology Coach, Principal and teachers.(School Leadership Team)
Train teachers in how to disaggregate data and how to use it to drive instruction	Principal, TAP Master and Mentor Teachers, Consultants	Sept. 2008	Teachers will be provided training in how to use data to plan instruction. School and district personnel and consultants will be used as trainers. A disaggregated data rubric, developed by the principal, will be used during observations by the principal and the Leadership Team to ensure that the data is being used by the teachers to plan and direct instruction. The principal will provide follow up by meeting with any teacher who is not using the data to plan instruction and will provide assistance and will document the meeting in writing. (Principal, Coe)
Develop a rubric to indicate the use of data by teachers during observations	Principal, TAP Master and Mentor Teachers, Consultants	Sept. 2008	A principal-developed rubric will be utilized to assess usage of data by teachers during observations. The rubric will allow the principal to be able to tell which teachers are able to interpret the data, draw conclusions from the data and use the data to set students goals, thereby, driving instruction. (Coe, School Leadership Team)
Ensure that weekly lesson plans are data driven	Principal, TAP	Sept.	Lesson plans will be turned into the office by 8:00 each

and that data is being utilized to drive instruction.	Master and Mentor Teachers, Consultants	2008	Monday. Plans are reviewed by the principal and/or the School Leadership team and feedback is provided on Monday, ensuring that data has been used to plan instruction and assessments. Follow up will occur as necessary by the principal and the School Leadership Team.(Principal, School and TAP Leadership Teams)
Conduct classroom observations and give feedback to teachers.	School Leadership Team, Principal	Sept. 2008	The Principal and the TAP Leadership Team will use the TAP Evaluation instrument when observing teachers. The observers will check to be sure teachers are using data to drive instruction. Post Observation Conferences will be held with all teachers to discuss observations, including using data to drive instruction. Records are kept by the principal and TAP Master and Mentor teachers. The post conference will be documented in writing and those records will be kept in the TAP files. (Principal and TAP Leadership Team)
Ensure that teachers share MAP and other test data in a conference with students to update each student's personal learning goals	Principal, School Leadership Team	Sept. 2008	Teachers and students will conference to set MAP goals at the beginning of the school year, using the MAP Goal Setting Forms provided by NWEA. Documentation will be kept in the teachers' data notebooks. Teachers and students will conference after MAP is administered to revisit their goals and revise as needed. Teacher will meet each nine weeks or more often as needed to discuss goals with the student and plan appropriate intervention if the student is not meeting expected progress toward set goals.(Teachers, Principal Coe)
Assist and monitor teacher professional goals. (IGP)	Principal, TAP Leadership Team	October 2008	To support the achievement of the goal, the principal and/or the School Leadership Team will conference with teachers to ensure that professional goals are tied to student achievement. The teachers will complete IGP Forms and submit them to the principal.

			<p>The principal and/or School Leadership Team will monitor progress at least 4 times a year to ensure that goals are being met.</p> <p>The Principal and/or School Leadership Team members will provide assistance to teachers not meeting their goals.</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, District Administrators will ensure implementation of effective instructional practices in READING at Blenheim Elementary School as measured by: fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in READING: third grade scores will increase by 7.4 points; fourth grade will increase by 5.7 points; fifth grade will increase by 4.4 points, as measured by the Measures of Academic Progress (MAP) /PACT correlation of reading scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure that the district budget is analyzed to determine all available funding sources for improving student achievement at Blenheim Elementary School.	C. Williams, Ass’t Superintendent of K-8 Instruction	July 2008	Maximizing funding sources to provide needed resources to support the achievement of this goal. (C. Williams) <ul style="list-style-type: none"> Ass’t Superintendent to meet Finance Director to review General Fund and categorical budgets (Title One, ATA, etc.) for the district. (C. Williams, Assistant Superintendent for Instruction)
Ensure that ELA teachers receive the necessary training to provide effective classroom instruction by providing funding and/or personnel for needed professional development initiatives.	C. Williams, Ass’t Superintendent of K-8 Instruction	August 2008	Providing ongoing professional development supports this goal by providing teachers with information on instructional strategies needed to improve student achievement.

			<ul style="list-style-type: none"> • Training agendas and sign in logs for training provided for ELA teachers in effective classroom instruction. (asst. superintendent) • Evidence of funding sources needed to provide needed training. (Principal, asst. superintendent)
Ensure effective TAP implementation by leading and monitoring the implementation process.	Assistant Superintendent of K-8 Instruction C. Williams	August 2008	<p>Providing instructional leadership and monitoring of TAP implementation supports this goal by ensuring that TAP meets its goal to increase student achievement. (C. Williams, Assistant Superintendent for Instruction)</p> <ul style="list-style-type: none"> • Documentation of school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent) • Documentation of observations and professional development as needed at the school level. (principal) • Feedback and summaries of school implementation from Regional TAP members. (asst. superintendent)
Sustain the successful implementation of Corrective Reading by providing the necessary training and resources.	C. Williams, Ass't Superintendent of Instruction, K-8	August 2008	<p>Sustaining the implementation of Corrective Reading supports effective instructional programs that increase student achievement goals.</p> <ul style="list-style-type: none"> • Training agendas and sign in logs for training sessions (asst. superintendent) • Documentation of school visits to observe program implementation and ensure availability of needed materials. (asst. superintendent)
Support the use of the Anderson Five Curriculum to ensure standards coverage in all classes in grades 3-5	Assistant Superintendent, C. Williams	August 08	<p>Maximizing the support and implementation of standards based curriculum supports the goal of improving student achievement.</p> <ul style="list-style-type: none"> • Ass't Superintendent will schedule training for the ELA teachers in the effective use of the Anderson Five standards based curriculum. • Assistant Superintendent will meet with the School Leadership Team to review the needs and determine funding resources needed to effectively implement the Anderson Five curriculum.

			Documentation includes: Training agendas, observation notes that include feedback about Anderson Five implementation. .(C. Williams, Assistant Superintendent for Instruction)
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2:

The District Administrators will ensure implementation of effective instructional practices in Math at Blenheim Elementary School as measured by fifty (50) percent of students in grades 3-5 will meet or exceed expected RIT score growth in MATH: third grade scores will increase by 10.3 points; fourth grade will increase by 8.4 points; fifth grade will increase 7.5 points as measured by the Measures of Academic Progress (MAP) /PACT correlation of Math scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure that the district budget is analyzed to determine all available funding sources for improving student achievement at Blenheim	C. Williams, Ass’t Superintendent of K-8	July 2008	Maximizing funding sources to provide needed resources to support the achievement of this goal. (C. Williams) Ass’t Superintendent to meet Finance Director to review

Elementary School.	Instruction		General Fund and categorical budgets (Title One, ATA, etc.) for the district. .(C. Williams, Assistant Superintendent for Instruction)
Ensure that Math teachers receive the necessary training to provide effective classroom instruction by providing funding and/or personnel for needed professional development initiatives.	C. Williams, Ass't Superintendent of K-8 Instruction	August 2008	<p>Providing ongoing professional development supports this goal by providing teachers with information on instructional strategies needed to improve student achievement.</p> <ul style="list-style-type: none"> • Training agendas and sign in logs for training provided for Math teachers in effective classroom instruction. (asst. superintendent) • Evidence of funding sources needed to provide needed training. (Principal, asst. superintendent)
Ensure effective TAP implementation by leading and monitoring the implementation process.	Assistant Superintendent of K-8 Instruction C. Williams	August 2008	<p>Providing instructional leadership and monitoring of TAP implementation supports this goal by ensuring that TAP meets its goal to increase student achievement.</p> <ul style="list-style-type: none"> • Documentation of school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent) • Documentation of observations and professional development as needed at the school level. (principal) • Feedback and summaries of school implementation from Regional TAP members. (asst. superintendent)
Support the use of the Anderson Five Curriculum to ensure standards coverage in all classes in grades 6-8.	Assistant Superintendent, C. Williams	August 08	<p>Maximizing the support and implementation of standards based curriculum supports the goal of improving student achievement. (C. Williams)</p> <ul style="list-style-type: none"> • Ass't Superintendent will schedule training for the MATH teachers in the effective use of the Anderson Five standards based curriculum. • Assistant Superintendent will meet with the School Leadership Team to review the needs and determine funding resources needed to effectively implement the Anderson Five curriculum. <p>Documentation includes: Training agendas, observation notes that include feedback about Anderson Five</p>

			implementation.(C. Williams, Assistant Superintendent for Instruction)
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Curriculum Consultant - Recognizing that writing is the one most important strategy in improving reading comprehension, language arts should be approached as an integral experience balancing all components of language – oral language development, teacher-directed instruction, flexible grouping, word work, self-motivated reading, and writing.

ELA Committee – This committee is charged with assisting the principal in developing the Reading and Writing Initiative throughout the year.

MAP –Measures of Academic Progress (MAP) is the assessment program used for pre-and post-testing in 80+school districts in South Carolina. The Northwest Evaluation Association (NWEA) has aligned MAP scores (RIT) to PACT scores for grades 3-8 so that the RIT scale can predict success on PACT.

Compass Learning –Compass Learning is a research-based computerized program which is aligned to state standards and provides a stimulating learning experience for students.

Imagine IT! – A reading program that is the core program for all students in grades K-8. Each grade level is centered on units which are divided into central themes. Some units involve research, giving students tools they need to discover and learn on their own and as part of a collaborative group.

TAP –Teacher Advancement Program (TAP) is a new strategy to attract, retain, develop and motivate talented people to the teaching profession-and keep them there-by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and

advance professionally, just as in other careers, without leaving the classroom. Also, it helps teachers to become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

Anderson V Curriculum –A Board approved curriculum as the basis for planning standards-based student lessons. The curriculum for PreK-8 includes activities, resources, unit plans, web sites, and sample test items aligned with South Carolina Curriculum Standards in English/Language Arts, Mathematics, Science, and Social Studies.

Corrective Reading –A reading program designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills.

Math Facilitator –The Math Facilitator works with teachers to plan instruction, provide assistance in the implementation of Anderson Five Curriculum; modeling lessons, providing feedback to teachers and administrators, and coaching Math teacher.